DOCUMENT RESUME

ED 261 715 JC 850 490

AUTHOR Brawer, Florence B.
TITLE High School, College, University Articulation: A Three-Way Thrust.
PUB DATE Oct 85
NOTE 17p.; Paper presented at a Conference of the Michigan Community College Association of Chief Instructional Administrators (Higgins Lake, MI, October 14-15, 1985).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Articulation (Education); *College School Cooperation; College Transfer Students; *Community Colleges; Course Content; *Government Role; *Intercollegiate Cooperation; Program Descriptions; State Action; Statewide Planning; *Transfer Programs; Two Year Colleges

ABSTRACT

This discussion of articulation sees community colleges operating as the pivotal point between the "feeder" secondary schools and the "receiver" four-year colleges, emphasizing some of the difficulties inherent in this position and some of the programs undertaken by community colleges to improve the articulation process. The first section of the paper looks at the relationship between community colleges and high schools, focusing on the increasing involvement of two-year institutions in programs designed to improve the academic preparation of college-bound high school students and to facilitate the transition from high school to college. Programs emphasizing instructional improvement, recruitment, dual enrollment, credit by articulation, and information exchange are highlighted. Next, the paper examines problems resulting from the absence of articulation agreements designed to provide educational continuity through the coordination of high school and college course content. The next section considers articulation between community colleges and four-year institutions, calling attention to changes in community colleges' emphasis on the transfer function and describing recent state and institutional programs that encourage transfer. Finally, the states' role in promoting articulation and resolving problems and issues related to transfer is discussed. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
F. B. BRAWER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED261715

HIGH SCHOOL, COLLEGE, UNIVERSITY ARTICULATION

A THREE-WAY THRUST

Dr. Florence B. Brawer
Center for the Study of Community Colleges
Los Angeles, California

Presented at a Conference of the Michigan Community College Association of Chief Instructional Administrators
McMullen Conference Center
Higgins Lake, Michigan
October 14-15, 1985

JC 850 490

The Michigan Community College
Association of Chief
Instructional Administrators
McMullen Conference Center at
Higgins Lake
October 14-15, 1985

HIGH SCHOOL, COLLEGE, UNIVERSITY ARTICULATION: A THREE-WAY THRUST

Florence B. Brawer

One of the major issues related to the associate degree is articulation, a term that has typically been linked with the concept of ascension -- moving students from one level of education to a higher level. Articulation is an important concept because around 80 percent of the AA-degree recipients transfer to senior colleges. Only recently, however, has articulation been considered a two-way street where community colleges operate as the pivotal point between the "feeder" secondary schools and the "receiver" four-year colleges and/or universities.

Today I will talk with you about these two forms of articulation, discussing some of the difficulties inherent to them and describing approaches that various institutions have used to deal with those problems.

The High School/College Connection

Three-fourths of today's high school students nationwide move on to some form of post-secondary education. These same students, however, generally have taken fewer academically demanding courses than they had in previous years. Indeed, because the proliferation of high school electives, coupled with the granting of credit for work experiences, has reduced the number of completed academic courses, the colleges today must

devote many resources to helping move high school students to college level work.

Our research at the Center for the Study of Community Colleges has shown that more than one-third of all class sections offered today in mathematics and in English composition are at a pre-college level (Cohen & Brawer, 1982). In order to raise the level of community college education and still maintain some semblance of the "open door" policy, an increasing number of colleges and universities are now working more directly with the high schools. They see that improving the quality of their feeder schools is a necessary first step to the effectiveness of their own curriculum.

The various programs geared to strengthening the academic preparation of incoming students and to facilitating the transfer from high school to college share common goals: first, improving students' academic skills and thereby increasing the colleges' academic curriculum; second, reducing overlap and duplication between college and high school curriculum; and third, devoting more time, attention, and resources to degree and transfer programs. Basically, these programs take three general approaches: strengthening academic high school skills; developing closer program articulation; and attracting gifted high school students to college.

Some community colleges work with secondary schools to strengthen the academic skills of students while they are still in high school, with the expectation of eventually increasing the number of students able to enroll in the colleges' freshman

English, mathematics, science, and humanities courses instead of in remedial reading, writing, and pre-college algebra courses. Some colleges also provide resources to the high schools in the form of student tutors, learning resource centers, and other campus facilities. They might also work with high school teachers on developing effective instructional strategies, encouraging the schools to increase the number of mandatory courses, defining expectations held for students, and examining course content for levels of difficulty and possible duplication.

Queens College (New York) initiated a special project for junior and senior high school students who could not read or write well enough to take advantage of college-level courses. Members of the English faculty approached the chairs of local high school English departments and formed an association called Common Concerns of English Educators. Through regularly scheduled monthly meetings, they described teaching techniques used in literature and composition, formulated goals, discussed problems encountered in motivating students, and shared their successes and failures in tackling various common concerns. Members of the association also designed and implemented an articulated English curriculum for 11th grade through the college freshman year.

Recognizing that the community college must be made attractive to high school students, the City Colleges of Chicago (CCC) have established a number of services to strengthen the bond with local secondary schools. Among these are recruitment visitations by college faculty to area high schools, one involvement that has been very popular with high school students

who are pleased to attain first-hand information about college programs.

Chicago's College Acceleration Program (CAP) allows high school students to take regular college courses from college instructors before and after regular school as well as during break periods in the high schools. The students are recommended by their schools and must meet the entry requirements of the courses for which they enroll. In the last two years, CAP students have earned more than 20,000 credit hours.

Miami-Dade's dual enrollment system has operated for a number of years, but more recent efforts to strengthen the high school/college connection include programs to help students who require remedial help as well as gifted students. In the PAVAC program (Performing and Visual Arts Center), artistically talented high school students spend 15 hours weekly on Miami-Dade college campuses working with Dade County Public School and Miami-Dade faculty members.

As part of its Emphasis on Excellence Program, Miami-Dade annually offers a six-week summer program for two-hundred gifted and talented high school students. This program is designed to provide high quality college-level instruction with a blend of theory and "hands on" experience, utilizing modern equipment and facilities. Another facet of this program is the High School Achievement Award, scholarships of approximately $1,000 given by Miami-Dade to outstanding Dade County high school seniors who graduate in the top ten percent of their class.

Other college-initiated efforts to ease transition problems include Dallas' "Credit by Articulation" program, which grants equivalent college credits for mastery at the high school level of the same competencies required in the college's curriculum; St. Louis' workshops for high school counselors, student financial aid workshops, career fairs, and various exhibits; and special programs for high school students developed by Williamsport Area Community College (Pennsylvania), the Community College of Rhode Island, Hudson County College (New Jersey), and Hagerstown Junior College (Maryland).

La Guardia Community College's Center for High School/College Articulation, directed by Janet Lieberman and Arthur Greenbay, was established in 1981 as an informational network to encourage the exchange of data about high school/college programs. In 1983 the Center, the Senior College of the New School for Social Research, and the Fund for the Improvement of Post Secondary Education sponsored a conference for 250 participants who dealt with curricular concerns of high schools and colleges. The Center has also issued a "Yellow Pages" Directory, which includes information acquired from a survey of 240 institutions. This Directory, a joint project of the Center, the Fund for Improvement of Post Secondary Education, and the Carnegie Foundation for the Advancement of Teaching, compiles data about articulation programs, funding, and student populations, as well as other information about four-year colleges and universities to which community college students might transfer.

Almost all colleges in the large urban districts have established linkages with their tributary high schools. Counselors provide some services when they go into the high school to inform and recruit students. The few faculty members who do recruit generally represent technical and occupational programs rather than liberal arts divisions, and they perform their recruiting activities independently of the counseling center. Seldom do faculty meet with their high school counterparts to discuss sequential course ordering, common programs, or ways to attract students to the community colleges. Some colleges provide high school students with either specific services or the use of campus facilities. Mesa College in the Maricopa District, for example, offers its campus for the Summer Youth Program and the High School Drop-out Program, thus encouraging attendance by populations with traditionally low college representation.

Articulated Curriculum

Little effort is made to articulate curriculum in most institutions. Indeed, the absence of articulation arrangements designed to coordinate high school materials with those presented in freshmen college courses is well documented. What arrangements do exist generally have to do with course credit. Florida's test of English exit requirements for high school competencies and all exit College Levels Academic Skills Tests (CLAST) for college competencies present ways in which curriculum articulation could occur.

Finding that college faculty nationwide had little influence in the way secondary school instructors designed and presented their courses, Klein, Tye, and Wright (1979) recommended that

sources of information about curricular practices be communicated to teachers so that new ideas could be examined and subsequently adapted for use. However, high school instructors are not entirely responsible for this lack of continuity between high school and college curricula. Colleges generally do not inform teachers of the offerings or the requirements, nor do they show interest in the high school programs. In fact, in a study of a large community college district, most faculty members expressed dissatisfaction with the academic preparation of their students but only one in seven had contact with area high school teachers (Friedlander, 1982).

This lack of continuity between high school and college programs often results in a mismatch between students preparation in a high school subject area and the level at which the college course is presented. It is not unusual to find students who, having successfully completed a full sequence of high school courses in a subject area, drop out or fail their freshman literature course, for example, because it was too difficult. Nor is it unusual to hear about the college instructor who finds many of the students unprepared to handle the course material. These gaps in the school-college curriculum can have an adverse effect on both student and faculty motivation, and can detract from the quality of a college's educational programs.

On the other hand, many students who graduate from high school and go on to college complain that their college courses repeat the content they were already exposed to in high school. This is not to say that the students mastered the material. How-

ever, Blanchard (1971) who documented this duplication, found that one-third of the content of four areas of college curriculum (English, mathematics, science, and social studies) was judged by participating high school and college teachers to be nothing more than high school courses rearranged into a college course and then offered under a new name. The estimated cost in taxes and tuition of this unnecessary course duplication is excessive, and the affect on both students and faculty is often detrimental.

The University Connection

In the early days of the colleges through the 1960s when they became comprehensive institutions, articulation with universities represented a major focus. The primary function of the colleges then was transfer education, and most colleges as well as their major receiving institutions actively supported articulation officers who monitored the student flow and assisted curriculum committees to ensure courses that would transfer with credit.

From 1965 through the early 1980s, the scene shifted. Transfer education took a back seat to other college functions, and most formal articulation processes fell by the wayside. And now, the second half of the 1980s, we see that the pendulum is shifting back. Because transfer education has had a few shots of new life, articulation once more has become an issue -- among consortia and state institutions, between single colleges and their receiving institutions, and in the national press.

Certainly the most recent and probably the most widespread program that deals with articulation is the Ford Foundation's Urban Community College Transfer Opportunities Program (UCCTOP).

The twenty-four (24) urban colleges that participated in the first phase of this project all have high minority enrollments. And since the project's charge is to increase transfer of minority students to baccalaureate-granting institutions, many of the participating institutions dealt directly with articulation issues.

Although the 24 programs varied, each implemented such procedures as encouraging communication, developing specific agreements, designing new curriculum, or developing better student services. The major emphasis may not have been on articulation but in each case, articulation played some role. And in the five colleges that are presently engaged in UCCTOP Phase II, better articulation again is in the forefront.

Several issues related to articulation emerged from visits to several colleges participating in our six-district consortium. Respondents to our open-ended queries noted that the "universities are dictatorial in what they will accept," they restrict us," and "why should our curriculum be dictated by them?" Further, they noted that some universities challenge the contents of a course, and deny factoring in GPA earned at the college, although they cannot deny credit. They may require additional courses to be taken at the university to satisfy grade requirements, and may accept courses from one college in a district and not others. Competition between the universities and colleges seems rampant in certain districts, and the relationships are fraught with anger, distrust, and suspicion. Indeed, as university enrollments suffer declines, the competi-

tion for college freshmen becomes keener.

The Maricopa County Community College District is the single district that seems to have the most positive relationships with its feeder university. Maricopa's curriculum committee meets monthly and submits course materials (content, level, and language) to representatives from Arizona State University for approval. Arizona State's apparent lack of competition with the Maricopa Colleges is demonstrated by its tightening of entrance requirements and the fact that it will not do remedial work. Still, the Arizona State Course Equivalency Guide needs to be put on line to avoid obsolesence.

Articulation between Florida colleges and universities is state-mandated. A statewide four-digit course numbering system, which took seven years to develop, is effective. However, articulation breaks down here because the universities are duplicating occupational courses as well as liberal arts courses -- for example, in pre-architecture and pre-engineering. Further, while Florida International University has the highest scores for entering students, a student successfully completing one semester at Miami-Dade Community College may matriculate as an upper-freshman at FIU. A similar situation exists in Dallas with the University of Texas.

Several other universities have added upper division liberal arts requirements as general education supplements. Thus, the universities are modifying the articulation agreements by usurping liberal arts courses from the community colleges.

In one large urban district, articulation agreements are better and conflicts less with the private than with the public

universities. Here too, although students may prefer to begin college at the less expensive community college, the proximate public university is pushing more of the required courses to the upper division, thus making transfer more difficult. Another university raises many questions about the competencies of community college students.

Other Projects

Perhaps the most concentrated project concerned with single colleges connecting with single universities is the American Association of College's transfer program. Funded by the Andrew W. Mellon Foundation, AAC is working with 12 baccalaureate-granting institutions and 12 community colleges nationwide to articulate programs and promote transfer.

Three projects funded by the office of the California Community College Chancellor were designed to facilitate the transfer of low-income, minority, and handicapped students. California State Universities at Sacramento and Stanislaus, as well as several four-year colleges in the San Diego area, offered transition counseling, orientation seminars, and work-experience internships, all in efforts to help students move from one level to another. And the University of California at Berkeley is (1985) directing about 200 students to four local community colleges, with a promise of admission to Berkeley as juniors if they complete an appropriate program of studies with an adequate grade point average. Students will not be guaranteed admission to specific programs but to the university in general. This is similar to a program established by St. Louis University, which

is coordinated with local colleges (EJ 264 665).

Several states specify provisions for the formation of statewide committees with varying levels of authority to monitor the implementation of articulation policies and guidelines, review existing agreements and curricula, approve transfer curricula, and function as a court of appeals when disagreements arise on the award of transfer credits.

As an example, Florida's committee consists of 12 members appointed by the Commissioner of Education and drawn from the public schools, community colleges, and state university systems. This group is charged with nine specific functions: (1) recommending plans for school district articulation relationships with community colleges and universities; (2) authorizing committees or task forces to facilitate articulation on higher education subject areas; (3) reviewing the state's articulation policies; (4) reviewing appeals from students who have encountered difficulties in transferring; (5) recommending policy or procedural changes to improve community college-university articulation systemwide; (6) making recommendations on research projects; (7) reviewing and approving experimental programs; (8) developing procedures to improve articulation by reviewing such issues as academic record form, general education requirements, course numbering systems, etc.; and (9) collecting and disseminating information on successful cooperative programs. Articulation committees in other states have fewer and less clear-cut responsibilities than Florida, generally acting on an advisory capacity for a limited number of areas.

Some states (e.g. Arizona and Florida) have statewide course

level equivalency guides which list all courses, offered by the college and eligibility for transfer or matching degree programs. Florida's computerized system is particularly useful for students as well as counselors because it allows for continuous monitoring of individual progress. For instance, a student who has selected computer science as his/her major can log into the system and receive a print-out that lists all the required courses (in addition to the required general education sequence) needed to transfer to the commputer science program at the University of Florida. The print-out also provides students with the number of courses they have completed in the sequence as well as the grades earned for each course.

Other states have specific procedures to resolve articulation related problems that cannot be resolved by institutional representatives. Still others guarantee admission to the university for community college graduates. For example, Maryland's state policy guarantees that students who have received an associate degree or completed 56 hours of credit with a 2.0 average may transfer to a university. When receiving colleges and universities must curtail admissions for oversubscribed programs, they are required to develop criteria for admission "which provide equal treatment for native and transfer students." Students who qualified for admission to the four-year institutions as high school seniors are eligible for transfer, regardless of credits earned as long as they have earned a 2.0 average in college and university parallel courses.

The City University of New York's policy on transfer

students from its community colleges to its senior institutions states that recipients of the A.A. or A.S. degree will be accepted as matriculated students at a senior college of City University... that they be granted a minimum of 64 credits toward a baccalaureate degree. These types of statewide agreements, however, are rare, and few have explicit policies that guarantee access to the senior colleges after completion of the associate degree.

In states where public senior institutions are experiencing declining enrollments, the absence of policies guaranteeing admission to associate degree holders are not likely to hinder transfer opportunities. On the other hand, the absence of such policies may decrease transfer opportunities to the more prestigious public universities, which can be more selective due to increased demand from highly qualified high school seniors.

Since curriculum is at the heart of articulation, it is surprising that so few disciplinary organizations are looking at the problem of developing smooth transition for students in their specific area. Mathematics groups, the Community College Humanities Association, and some allied health programs appear to be the most actively involved in such endeavors (Cage and Goldstein, ED 246 926; Rodi, ED 246 922).

Attempts to follow students after they leave an institution constitute one of the stickiest problems in research. Yet, by definition, follow up should be an integral part of any articulation process. Some reports come from the receiving institutions, where transfer and "native" students are compared -- with mixed results. Other studies generate from the community

college -- for example, Lane Community College's account of transfer to the University of Oregon (ED 245 755).

I have recounted some of the problems inherent to articulation - between high school and college and between college and university. These problems require considerable attention and thoughtful planning. Some colleges and some states are making strides statewide to alleviate these problems. Your state, Michigan, is making progress along many lines, but here and elsewhere, much more needs to be done.

I thank you.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
NOV 1 1985